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ABSTRACT

A competency-based training course was designed to prepare Professional Development Center (PDC) instructors for the certification process. After an exhaustive review of the literature, it was determined that a relevant training course that would specifically reflect the needs of the PDC was not available. The decision was then made to design a training course that would serve as a frame of reference for instructors to evaluate themselves and improve their classroom skills and subsequent certification scores. Appropriate design elements and content were selected that were suitable for inclusion in a competency-based training course grounded in the principles of adult learning. During the development of the training course, a survey was conducted to rank order the competencies that were taken from the instructor assessment instrument that was approved for use in 1995. Although the training course was designed to allow for competency-based exposure and practice of instructor performance in the classroom, the preliminary field test supported an additional use for the course. The training proved effective as a self-assessment tool that permitted certified and uncertified instructors to identify performance areas that required professional development. (Appendixes include the instructor assessment instrument, train-the-trainer lesson plan, PDC training evaluation form, and participant comments. Contains 20 references.) (YLB)

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THE DEVELOPMENT OF A COMPETENCY BASED TRAIN-THE-TRAINER COURSE FOR THE CERTIFICATION OF PROFESSIONAL DEVELOPMENT CENTER INSTRUCTORS

Theory and Methods of Adult Education

Susann E. Rudasill

Florida Atlantic University

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A practicum report presented to Programs for Higher Education in partial fulfillment of the requirements for the degree of Doctor of Education

Nova Southeastern University

September, 1995

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THE DEVELOPMENT OF A COMPETENCY BASED TRAIN-THE-TRAINER COURSE FOR THE CERTIFICATION OF PROFESSIONAL DEVELOPMENT CENTER INSTRUCTORS

by

Susann E. Rudasill

September, 1995

The Professional Development Centers (PDCs) provide training for Florida's Juvenile justice and Child Welfare staff. There is not currently a method of professional development that allows instructors to observe and practice the teaching competencies that they must develop for their certification assessment. The purpose of this study was to develop a competency based training course to prepare PDC instructors for the certification process.

There were two research questions for this study. First, "What training courses are currently available that can be modified to include the competencies that instructors may need to develop to successfully complete the certification process?" Second, "What are the appropriate design elements and what content

should be included in a competency based training course that is grounded in the principles of adult learning?"

To answer the first research question, an expanded search of the literature informed the creation of a course that was designed to include the certification instrument competencies. In response to the second research question, the appropriate design elements and content were selected and used in the development of the competency based training course that is grounded in the principles of adult learning.

The preparatory course for instructor assessment that was developed as a result of this practicum project will replace the existing haphazard preparation and instructor evaluation procedure. The curriculum was submitted to PDC headquarters and will be presented to instructors during the certification process. A recommendation was made to conduct a later research practicum to determine the effectiveness of the training course on certification scores.

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Chapter 1

INTRODUCTION

Background

The Department of Juvenile Justice (DJJ) and the Department of Health and Rehabilitative Services (HRS) operate the Professional Development Centers (PDCs) to provide training for juvenile justice and child welfare staff who are employed by the State of Florida to work with delinquent youth. The Juvenile Justice and Child Welfare Standards and Training Councils are mandated by statute and were organized to advise DJJ and HRS on the operation of the training system. The 1990 policy for certification of PDC instructors was developed in response to a recommendation from the councils.

The instructor certification policy emphasizes the need for ongoing staff development for instructors and allows for measurement of the training skills that may need to be developed. The existing policy defines the classroom competencies deemed necessary to for instructors to conduct effective training. Training skills are determined with the administration of a rating instrument that was developed for the purpose of instructor certification (Rudasill, 1994). The problem is that there is not currently a method of professional development in place that allows instructors to observe and practice the teaching competencies that are measured by the instructor assessment instrument (see Appendix A for the Assessment Instrument).

Purpose

The purpose of this practicum project was to develop a competency based training course to prepare PDC instructors for the certification process. The instructor training program, or train-the-trainer, is a competency based program intended to help instructors develop specific competencies. These competencies reflect the skills, knowledge, and abilities necessary to improve instructor certification scores that are measured by the instructor assessment instrument.

It was also thought that the training course could provide another source of professional development for the certification process and other components of the training system. The training course is also needed as a professional development tool for veteran instructors who wish to be recertified or increase their classroom skills. This standardized training course can be incorporated into the certification system for statewide PDC use. Repeated presentation of a train-the-trainer course for PDC instructors will further define the knowledge, skills, and abilities necessary for instructors to conduct more effective training.

This study, therefore, can improve the professional development of instructors at the PDCs statewide. If use of the training course reveals an instructor who possesses all competencies at the appropriate levels, that instructor can serve as a training coach to new and inexperienced instructors. This will reduce the time now spent preparing new trainers to assume their course loads. Likewise, personal competency development plans can be individualized for participating instructors as a part of the coursework. The training course can

also be used as a professional development tool for certified PDC instructors who wish to improve their classroom skills to achieve the proposed rank of senior instructor.

From an institutional perspective, several other benefits emerged during this developmental process. First, with the implementation of a competency based training course, instructors will have the opportunity to personalize their professional development. Second, participation in the training course will allow instructors to practice training techniques with certified instructors who can serve as mentors. Third, the design and implementation of an in-house training course for instructors will eliminate the need to hire outside consultants and therefore lessens the cost of professional development for PDC instructors. Finally, this type of training course is considered an effective tool to encourage ongoing instructor self-evaluation of classroom skills and trainer techniques.

The development of a train-the-trainer course to be used as a professional development tool directly relates to the Theory and Methods of Adult Education seminar in that an understanding of the selection of appropriate methods, techniques, and the development of materials was discussed as critical for helping adult learners to achieve specific learning objectives. The selection or development of instructional materials that address the characteristics of adult learners was stressed as a logical point from which to continue in any curriculum development effort (Merriam & Caffarella, 1991). The seminar topics provided a

rich source of materials from which to draw the information necessary to complete this practicum.

Research Questions

Two research questions for this report emerged after further analysis of the instructor assessment instrument and discussion regarding the need to develop a certification preparation training course for instructors. First, "What training courses are currently available that can be modified to include the competencies that instructors may need to develop to successfully complete the certification process?" Second, "What are the appropriate design elements and what content should be included in a competency based training course that is grounded in the principles of adult learning?"

Definition of Terms

For the purposes of this study, selected terms were defined to add clarity to the project. The terms and their definitions follow alphabetically.

Behaviorally anchored rating scales (BARS). A method of ranking that relies on specific performance categories as opposed to a non-descriptive score or a Likert type scale.

Formative committee. The advisory workgroup, which consists of two senior trainers, two training administrators, and a training specialist, who are considered experts in training and development.

Formative evaluation. Ongoing developmental review of the Train-the-Trainer curriculum.

Instructor competencies. The knowledge, skills, and abilities deemed necessary for optimal instructor performance in the classroom.

Instructor rating. A summation of average scores across items on the instructor assessment instrument.

PAT. The members of project advisory team who will guide the development of the training course and serve as the formative evaluation committee.

PDC Raters. The PDC senior instructors or training coaches that are selected to use the instructor assessment instrument to evaluate certified and uncertified instructors.

Smile Sheets. Trainee evaluation forms currently used by FAU/PDC to survey the participant's attitudes toward the entire training situation and the instructor.

Summative evaluation. The final determination of the feasibility of including the train-the-trainer course in the instructor certification program.

Chapter 2

REVIEW OF THE LITERATURE

This literature review represents an expansion of the preliminary review conducted for the practicum proposal and was focused on recent literature in the field of Adult Education and Adult Learning. This survey includes institutional research literature from several data bases, as well as texts and documents that pertain specifically to juvenile justice training and methods of instructor assessment and certification. Since the subject area under study is narrow, the search for a competency based train-the-trainer course was expanded to include existing juvenile justice training courses for instructors.

Assumptions about Adult Learning

Adult learning is a complex phenomenon that has not been explained by any single theory in the literature. Effective adult education practice may depend on components of adult learning that can be extracted from current theories. A comprehensive knowledge of the theories of adult learning is useful during the curriculum development process. It is important to consider the entire educational situation, as well as the content of the instruction and the adult learners' needs (Barer & Draper, 1994; Merriam & Caffarella, 1991).

Knowles suggests a set of principles about adult learners that have implications for practice and may be more easily integrated into instructional design than other less pragmatic approaches (Knowles, 1980). Likewise,

Brookfield (1986) proposes six principles that support effective adult learning. These principles focus on participation, mutual respect, collaboration, praxis, critical reflection, and self-direction.

Some researchers question the usefulness of a set of principles for guiding instructional development, given the diversity of learners and learning situations (Merriam & Caffarella, 1991). Because there was not a source in the literature that tied adult learning principles specifically to teaching competency development, it was decided to develop a competency based instruction that is grounded in Knowles' Program Planning Model (Brundage, Keane & MacKneson, 1994). It was then necessary to search the literature for an existing preparatory certification curriculum for instructors.

Availability of Certification Training

Although much of the research that addresses instructor professional development and certification identifies the use of training, (Jacobs, 1992), all the training courses are job specific and not many are competency based. The search for a competency based training course that would meet the PDC professional development and certification criteria was abandoned. Instead, it was decided to search the literature for any available certification training course for public or private agency instructors.

The expanded review proved productive in that it revealed several curricula programs tied to certification and professional development programs for instructors and trainers. Two of these references included competency based

training courses for instructors. The first of these two sources was useful in that competencies were used to create a trainer's certificate program curriculum. In this program, the Florida International University's (FIU) Center for Management Development designed their course to give trainers a broad base of competencies (Castner & Jordan, 1989). The competencies were linked to corporate objectives and resulted in a program that ensures trainer competence in the corporate training environment.

The second reference that included a competency based training course for instructors involved a 3-year Adult Basic Skills Training Project (Marlowe, 1991). This project involved the selection of seventy-one instructor competencies that were used to develop instruction for community college instructors; but, the resulting training course was not available for review. The evaluation of the program, however, was helpful in that it suggests that participants viewed the indicators of instructional competence as useful for their local professional development plans.

The continued search for trainer certification programs in the public and private sector revealed a book that reviewed many of those programs (Leach, J. A., 1991). None of the programs reviewed by the author, however, addressed competency based professional development courses that are designed to help instructors improve their classroom skills. Since certification of adult educators appears to be a neglected area in the current literature, it was decided to abandon

a search for an existing certification program and concentrate on the future of competency based certification and instruction for adult educators.

This decision led to the discovery of an ongoing research and development effort, that is being conducted at Wayne State University, to develop an adult education certification training program. The design of the Wayne State program contains several standards and objectives that were considered in the development of this practicum project—since that study and this project seek to develop a method of training for the professional development of adult educators who wish to achieve certification (Ntiri, 1993).

Developing a Competency Based Train-the-Trainer Course

Considering the preceding literature review, the developmental task for this project was re-focused on a search for a curriculum development model from which a train-the-trainer course could be designed. Criteria for the selection of the instructional design model included a behaviorally anchored competency based approach and the inclusion of the principles of adult learning. The exhaustive search for competency based curriculum was helpful in that it led to the discovery of many developmental models (Ornstein & Hunkins, 1993). Further review of the literature resulted in the selection of instructional design models that served as a guide for the development of the resulting competency based train-the-trainer course (Carnevale, Gainer & Meltzer, 1990). The expanded review then led to the discovery of an instructional design model that was more specifically relevant to the development of the competency based train-

the-trainer course that resulted from this practicum project (Brundage et al., 1994; Dick & Carey, 1990). The selected model is a behaviorally based design that is grounded in the principles of adult learning and seeks to identify the skills or competencies that participants need to learn in order to revise or improve their techniques of instruction. The method used to adapt this model for the purpose of this report will be described in the procedures section of this report.

Summary

In sum, this literature review resulted in the illumination of a seldom-addressed problem in human resource development; that is, the importance of determining how instructor performance in the classroom can be measured and improved. The importance of attention to the principles of adult learning is present in much of the curriculum and instructional design development literature. This literature review resulted in several other conclusions.

First, integrating theory into practice is more troublesome when attempting to delineate a summary of research or observations of practice. Second, of the many points of view and theoretical perspectives regarding adult learning theory, Malcolm Knowles' work is perhaps the most well known. Third, it became apparent that job competencies must relate to the specific requirements of the teaching venue and the specific program requirements. Fourth, although literature that specifically addresses the development of a competency based train-the-trainer course for juvenile justice and child welfare instructors was not found, instructional design models that were used to develop curriculum in other types of organizations were available and provided several useful models.

Finally, an instructional design technique was found that was used to complete this developmental project.

Chapter 3

METHODOLOGY AND PROCEDURES

Product Design

Several procedures were used to complete this development process. First, the literature review was expanded to determine if an instructor training course was available that could be customized to fit PDC needs. Because an appropriate training program was not found, it was necessary to develop a competency based course that would address the specific competencies that would be later measured by the instructor assessment instrument. Before beginning the developmental process, a formative committee, consisting of two senior trainers, two training administrators, and a training specialist, was organized to oversee the development process. This committee also served as an advisory workgroup and monitored the development of the competency based instructors' training course.

Second, because there was not a model available, that is both competency based and grounded in principles of adult learning, it was necessary to develop the course by attaching the selected instructor competencies to existing model with an adult learning theoretical base. The model that was selected to serve as a theoretical base is derived from Knowles' Program Planning Model (Brundage, et al., 1994). This model is based on Knowles original work that focused on andragogy as the art of teaching adults. Figure 1 describes the model.

KNOWLES' PROGRAM PLANNING MODEL

Climate Setting;

Needs Assessment, Awareness of Expectations;

Objective and Goal Setting, Desired Outcomes;

Structure and Strategies, Methodology;

Implementation, Action;

Evaluation, Guidance for Change.

Figure 1. The six elements of the model were used as a general guide for the development process.

Climate Setting

The program planning model was not used in sequential steps; rather, the six steps were considered fluid and were often revisited throughout the developmental process. For example, climate setting was accomplished at several stages during the developmental process—before determining if a competency based course existed, while the course was being developed, before the course was tested in the field, and during the administration of the course. Before determining is an appropriate course existed, all instructors and their program administrators were made aware of the upcoming project and were asked to participate in the developmental process. Then, this same group participated in needs assessment, and was solicited for input concerning objective and goal setting. Many of this group participated in the actual field test of the course and

were then given the opportunity for evaluation of the instruction as well as future development of the course.

Needs Assessment, Awareness of Expectations

Prior to the development of the train-the-trainer course, a task analysis was performed on each of the 20 competencies. A "systems" approach model was used that was heavily influenced by the work of Walter Dick and Lou Carey and taken from their book entitled The systematic design of instruction (Dick & Carey, 1990). This approach is behaviorally oriented and stresses the identification of skills that participants need to develop. Participants are allowed to participate in the process of identification of those skills—or in this case, competencies. The selected competencies were used as criterion-referenced objectives. The resulting selection of demonstrable, measurable behaviors were then attached to training exercises and activities.

The selection of activities was determined by the relevance of the submissions to the criterion-referenced objective. In the event that exercises and activities were not submitted for several of the competencies that were addressed, an exercise or activity was developed using the Dick and Carey's design model (Dick & Carey, 1990). Other content was taken from existing PDC trainer's instruction and was adapted to the remaining competencies.

All course participants are given the opportunity, during the course, to express their expectations of the course during a formal exercise that is built into the instruction. Participant expectations of the course and the results of the

instruction is also included in that opening exercise. The participants are encouraged to set personal goals, objectives and list or express their desired outcomes in terms of personal competency development. Thus, the model used for development of the instruction also served as a model to encourage participants to develop their own competency building plans. This approach also allows for the training content to be expanded with each presentation of the training.

Objective and Goal Setting, Desired Outcomes

Third, prior to course development a needs assessment survey was conducted to determine which competencies were considered most important to administrators and instructors. The survey was expanded to capture instructors' self-assessment of their ability in each of the teaching competencies. The purpose of this survey was to verify the importance of each competency relative to the instructor's perceived ability in that skill. This comparison was accomplished by designing the survey to allow respondents to rate the importance of each competency as well as their perceived ability to perform each skill.

To simplify rank ordering for the survey participants, two lists were prepared with each competency paired with every other competency. One list, titled "Importance," instructed the respondent to select which of the paired competencies they felt was their strongest. The other list, titled "Ability," asked the respondent to select the competency in which they felt most accomplished. The results were then compiled by rank ordering of the selected competencies.

The survey results were then computed and the twenty competencies were

ranked by their importance and the self-perceived ability of the survey respondents. The formative committee then reviewed the comparison to determine perceived performance deficits. The competencies that were rated high in importance and low in ability were considered critical for measuring instructor's professional development needs and were emphasized in the training course.

Fourth, the staff development workgroup (formative committee) asked survey respondents to select their highest self-assessed competency and send an activity or successful strategy for success in their selected competency(s). An announcement was designed and sent out in February, 1995 with a deadline for return of instructional suggestions and materials scheduled for March, 21, 1995 (see Appendix B for the train-the-trainer announcement). After committee selection and approval of the competencies and instructional materials, July 21, 1995 was selected as the target date for the field test of the training course.

The activities and strategies received were used in the development of the training course and supported the pre-selected criterion-referenced objectives. This was done to allow experienced instructors as well as uncertified instructors with high self-assessed competencies an opportunity to contribute to the training course. Many of the submissions were included in the curriculum and several of the contributors agreed to present their strategies and activities during the training session.

Structure and Strategies, Methodology

Fourth, the final content of the resulting train-the-trainer course was based on the ranked competencies and included much of the solicited submitted materials from participants, instructional designers, and training administrators (see Appendix C for the train-the-trainer lesson plan). The instructional design that determined the development of the course materials was adapted from the models discussed in the literature review included in this report. All components of Knowles' program planning model provided a useful outline that was followed for the purpose of development and continued formative review of the course. Concurrent evaluation continued throughout the developmental process and data was collected using a triangulation methodology; that is, the three sources of evaluation that were used included formative committee review, participant evaluation, and the competency ranking survey (McMillan, 1992).

Implementation, Action

Fifth, the course was presented to a class of 43 instructors. Of these instructors, about half were certified, experienced trainers and half were uncertified, beginning trainers. Three members of the formative committee assisted the senior instructor who facilitated the pilot course. This group teaching technique is contained in the course content for future presentations and is discussed in the results section of this report. The course was presented in one eight hour training day which includes time for breaks and lunch. The course is designed for an ideal group size of 25 with at least two facilitators, but can be

delivered to as many as 50 with several facilitators. The training site, equipment needed, and preliminary needs assessment procedures, preparation time, and facilitator's preparation requirements are included in the course content.

Evaluation and Guidance for Change

Finally, after the pilot presentation, participants, instructors, and the formative committee were given the opportunity to evaluate the course. This evaluation was accomplished by administering the standard PDC course evaluation form (Appendix D). Compilation and analysis of the resulting data are described in the results section of this report.

Assumptions

This practicum process was based on several assumptions. First, since the instructor assessment instrument has been recently piloted and validated, it was assumed that the instrument would be a relevant predictor of the instructors' competency based classroom skills. Second, it was further assumed that the PAT members, who served on the formative committee, are knowledgeable training professionals who would contribute their expertise to the development process and formative review. Finally, it was anticipated that the procedures used to develop the training course would suffice as an indicator of the train-the-trainer's relevance to the professional development of PDC instructors.

Limitations

The competency based certification training course for PDC instructors is not intended to be used as a predictor of certification ratings. Criteria used for the

development of the training course are appropriate for training juvenile justice and child welfare instructors. These instructors train centralized instruction modules designed by the PDCs; therefore, the training course may not be appropriate for other certification programs or teaching situations. Due to the lack of control for learner needs and ranking of the certification instrument competencies, this practicum process did not result in the development of a training course that addressed all the professional development needs of instructors who participated in the course.

Chapter 4

RESULTS

There were two research questions that were addressed by this developmental project. First, what training courses are currently available that can be modified to include the competencies that instructors may need to develop to successfully complete the certification process? Second, what are the appropriate design elements and what content should be included in a competency based training course that is grounded in the principles of adult learning? This project resulted in the development, delivery, and formative evaluation of a train-the-trainer course that will prepare PDC instructors for the certification and recertification process. This section will specifically describe how the research questions were addressed and answered.

In an effort to answer the first research question addressed by the development of this project, an expanded search of the literature informed the creation of a course that was designed to include the certification instrument competencies. It was determined that instructors need to focus on a selection of the twenty competencies in order to successfully complete the certification process. In response to the second research question, the appropriate design elements and content were selected and used in the development of the competency based training course that is grounded in the principles of adult learning. Thus, answering both research questions yielded a train-the-trainer

course that rests on a theoretical base supported by Knowles' Program Planning Model. This model was structured according to the following components: climate setting; needs assessment and awareness of expectations; objective and goal setting; desired outcomes results; structure and strategies; methodology results; implementation, action results (Brundadge et al., 1994).

Climate Setting and Needs Assessment Results

The needs assessment survey was designed to capture instructors' self-assessment of their ability in each of the teaching competencies. The purpose of this survey was to verify the importance of each competency relative to the instructor's perceived ability in that skill. This comparison was accomplished by designing the survey to allow respondents to rate the importance of each competency as well as their perceived ability to perform each skill.

The 20 competencies were separately rank ordered by the importance that the respondent placed on each. The respondents also self-assessed their ability to perform each of the competencies in a classroom setting. This was accomplished using the survey technique that was described in the procedures section of this report. The competencies that are contained in the needs assessment instrument were used to conduct the needs assessment survey that was administered to determine which competencies were considered most important to administrators and instructors. Those competencies that were selected as the most important to the performance of classroom skills are listed in Table 1.

Table 1

Competency Categories

Competency #	Competency Title
1	Presentation of Objectives
2	Participant Expectations
3	Exception Report
4	Professional Behavior
5	Eye Contact
6	Use of Voice
7	Distracting Trainer Behaviors & Mannerisms
8	Verbal Communication Skills
9	Questioning
10	Nonverbal Communication Skills
11	Reinforcement of Risk-Taking Behaviors
12	Examples, Anecdotes, Stories, Humor
13	Variation of Instructional Methods
14	Use of Instructional Aids
15	Facilitation of Learning Activities
16	Closure of Learning Activities
17	Handling Incorrect Responses and Statements

(table continues)

Competency #	Competency Title
18	Handling Disruptive Behavior
19	Responding to Relevant Questions
20	Closure of the Session

Objective and Goal Setting

The survey data were further analyzed to ascertain the perceived performance gap between importance and ability in each competency. Simple descriptive statistics were then developed for later comparison to ratings of instructors after participating in the train-the-trainer course (see Figure 2).

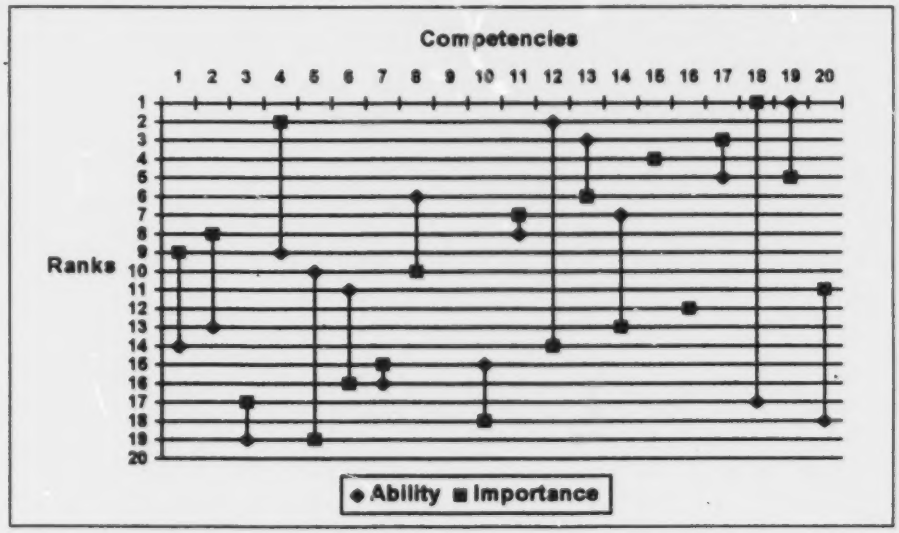

Figure 2. The contrast between instructor assessment of the importance of the competencies and their perceived ability in each category.

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The difference between instructor assessed ability and the ranked importance for each competency varied. Analysis of the data revealed nine competencies that were rated higher in perceived importance than in instructor ability. This information was used to validate the inclusion of the selected competencies in the train-the-trainer course. Of the remaining competencies, eight were ranked higher in instructor ability than in perceived importance. Two competencies were rated equally in both categories. Competency nine was thrown out because it was added after the survey. The eight competencies that were ranked highest in importance and lowest in ability are presented in table 2 in order of importance.

Table 2

Competencies Ranked Higher in Importance than Ability

Rank	Competency Title
1	Handling Disruptive Behavior
2	Professional Behavior
3	Handling Incorrect Responses and Statements
4	Reinforcement of Risk-Taking Behaviors
5	Participant Expectations
6	Presentation of Objectives
7	Closure of the Session
8	Distracting Trainer Behaviors and Mannerisms

After the rank ordering was complete, the formative committee, consisting of two senior trainers, two training administrators, and a training specialist, reconvened for a review of the rank ordered competencies to determine which would be included in the instruction and how that would be accomplished. The committee also reviewed the developmental process and determined that the adapted developmental model should be retained and used for the remainder of the design project.

Structure and Strategies Results

The staff development workgroup (formative committee) asked survey respondents to select their highest self-assessed competency and send an activity or successful strategy for success in their selected competency(s). This resulted in the submission of 23 activities and strategies that were reviewed and used in the development of the training course. Of those 23 activities and strategies, at least one was selected for each of the five competencies ranked highest in importance and lowest in ability. The remaining activities and strategies were compiled and retained for inclusion in an instructor's competency building activity book that will become a future developmental project.

Methodology, Implementation, and Action Results

The content of the resulting train-the-trainer course was based on the ranked competencies and included the solicited, submitted materials from participants, instructional designers, and training administrators (see Appendix B for the train-the-trainer announcement). Finally, after the pilot presentation, participants,

instructors, and the formative committee were given the opportunity to evaluate the course. This evaluation was accomplished by administering the standard PDC course evaluation form (Appendix E).

Desired Outcomes Results Revisited

At the conclusion of the pilot train-the-trainer session, instructors and participants were asked to provide a written evaluation of the instructors, the training content, and the training venue. This information was collected using the standard PDC training evaluation form (Appendix E). The results of sections one and two were compiled and mean scores were assigned by item. The results of this assessment are illustrated in Figure 3.

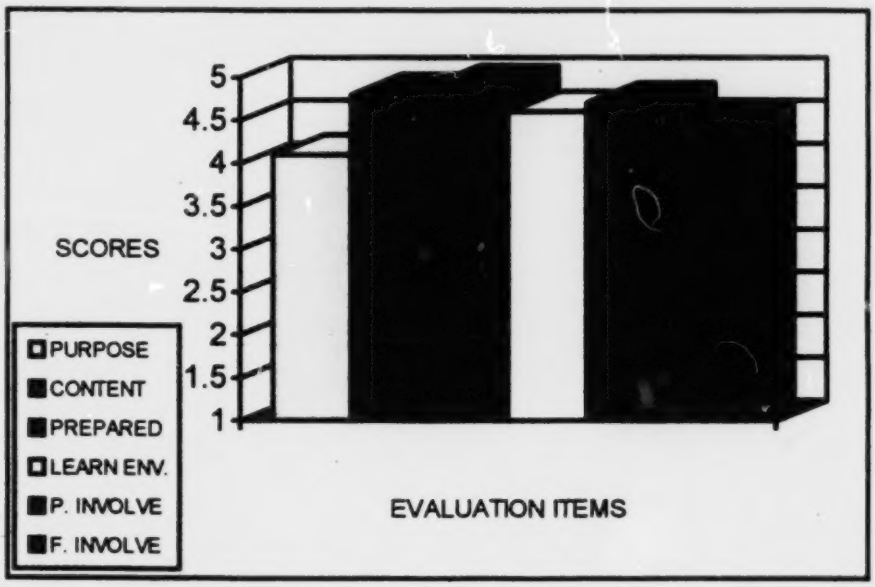

Figure 3. Participants' Ratings of the Training Course according to the purpose and content of the course, the preparation of the facilitators, the learning environment, participant involvement, and instructor involvement.

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The mean ratings across sections varied as was expected—since the training activities and the facilitators would not logically be rated alike. The results indicate that the participants were generally pleased with the train-the-trainer course purpose and content. Facilitator preparation and the content of the course were the highest ranked indicators of course satisfaction. Although differences between all the items were small, the participants rated the train-the-trainer facilitators slightly higher than course content.

The cumulative data were further analyzed for future refinement of the course content and to further answer the research questions that were raised by this practicum process. To accomplish this, it was necessary to gain an understanding of how participants self-assessed their performance before and immediately after the training course. Section three asked participants to describe what they liked most and least about the training course.

All 43 participants completed an evaluation at the conclusion of the train-the-trainer pilot session. Of the 43 participants, 25 filled in the section that asked for additional comments. An ad hoc comparison of instructor self-assessment before and after the training course was made by analyzing those comments while focusing on those that addressed specific competencies. Although qualitative by nature, the responses indicated that of those participants responding specifically regarding competency development, all expressed a feeling of increased capability in the classroom as a direct result of the train-the-trainer course.(see Appendix E for section three responses).

The competency based instructor certification preparation course that was developed as a result of this practicum process will be kept in a computer data base and maintained by the FAU/PDC. Microsoft Word 6.0 for Windows, Excel, and GB-STAT, were used for the development of the curriculum and this practicum report. The PDC faculty and research staff can access these data for additional analysis and reports to HRS and DJJ administrators. The train-the-trainer curriculum and course pilot evaluations will also be made available to all instructors, instructional designers, and course participants who are involved in the further development and testing of the training course.

Chapter 5

DISCUSSION, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

Discussion

The purpose of this practicum project was to develop a competency based training course to prepare PDC instructors for the certification process. After an exhaustive review of the literature, it was determined that a relevant training course, that would specifically reflect the needs of the PDC, was not available. The decision was then made to design a training course that would serve as a frame of reference for instructors to self-evaluate and improve their classroom skills and subsequent certification scores. The procedures used for the purposes of this practicum project proved expedient to that end.

During the development of the training course, a survey was conducted to rank order the competencies that were taken from the instructor assessment instrument that was approved for use in 1995. It is suggested that the data that resulted from that survey be retained to determine the relative importance of the competencies that were then assessed in the training course for later comparison to future certification training needs. Further analysis of the data can be analyzed to determine any changes regarding the importance of certain competencies—specific to the needs of uncertified instructors in preparation for the certification process. Continued use of the survey will also result in

continued formative evaluation of the 20 rank ordered competencies that were used to determine the appropriate content for the instructor certification training course. These competencies may need to be revised, added to, or deleted if the certification instrument is revised.

While the training course was designed to allow for competency based exposure and practice of instructor performance in the classroom, the preliminary field test supported an additional use for the course. Specifically, the training proved effective as a self-assessment tool that permitted certified and uncertified instructors to identify performance areas that require professional development. The self-assessment process, that was included in this training project, also allowed instructors to reflect on competency categories in which they felt proficient. The use of the training course for self-evaluation also enabled instructors to review behaviorally specific PDC expectations of their future classroom performance.

The training course can also be used to prepare instructors for the re-certification process; that is, a formal quantitative measure of instructor competency in the classroom that would be measured by the instructor assessment instrument after instructors have taught courses for at least two years. Instructors agreed that this method of preparation for instructor evaluation is more acceptable than the existing policy—that does not define the knowledge, skills, and abilities deemed necessary to conduct training.

The design of the train-the-trainer course can be used for other instructor centered training courses that can be improved by taking advantage of instructors' willingness to be involved early in the certification process. This will give instructors an opportunity to contribute to the decision making process. This early instructor involvement was well received as was evidenced by some of the remarks in section three of the evaluation form. The inclusion of the ranked PDC performance objectives into the instruction, according to all who attended the training course, reflected a realistic view of the instructor's responsibilities in the classroom. This early view of job responsibilities will help new instructors become familiar with their employers expectations and thereby may decrease the time it takes to complete the certification process. This is particularly important to PDC Administrators who have expressed a reluctance to keep their new instructors out of the classroom until those instructors are certified. The train-the-trainer course will allow new instructors to significantly decrease their certification preparation time. This decrease in the time it takes to put new instructors in the classroom will help administrators meet utilization rates for contract compliance.

Conclusions

Before this study, there was no formal method of preparing PDC instructors for competency in the classroom. Training participants' attitudes toward the entire training situation sufficed as a measure of instructors' performance in the classroom. These observations were recorded on participant evaluation of

instructors called "smile sheets" and were not systematically reported. The preparatory course for instructor assessment that was developed as a result of this practicum project will replace that haphazard preparation and instructor evaluation procedure. The results of the field test confirmed the assumption that inexperienced and experienced instructors would benefit from participation in the competency based pre-certification training course.

The development of a competency based instructor certification training course that is relevant to optimum performance in the PDC classroom will serve several purposes. First, standardized instruction of new trainers will ensure a minimum level of competence in the classroom. Second, new instructors will have the opportunity to view experienced, certified instructors presenting training before preparing their certification application presentation. Third, instructors applying for certification can self-assess their classroom skills based on a behaviorally anchored rating scale. Fourth, instructors will have the opportunity to practice the competencies before being rated with the standardized instrument. Finally, the training course can be offered as a required course for instructors before granting permanent status.

The results of this developmental study indicate a general feeling of satisfaction with using the training course for professional development and the certification process. This result alters the general climate of dissatisfaction regarding the previous haphazard method of instructor preparation for the assessment process. Instructors indicated that they want more information

regarding certification requirements, classroom skill development, and professional development strategies. Administrators indicated their appreciation of a more objective standard for the recruitment, hiring, and professional development of instructors. The training course evaluations indicated that instructors are willing to be assessed and to self-assess during the training course without fear of reprisal. This willingness to participate can be developed to create an ongoing training process for instructors.

Implications

With the implementation of a competency based trainer-the-trainer course, trainer competencies that need improvement can be identified; therefore, allowing training resources to be more appropriately allocated. A standardized preparation course for new trainers will ensure fair selection of trainers for certification and allows compliance with equitable personnel procedures. Continued piloting of the training course will give a professional development opportunity and provide a way to improve their skills. Ultimately, the training course can improve the trainer certification process. The new training course provides a thorough analysis of instructor competency areas and identifies potential problem areas. This method of data gathering is effective, relatively inexpensive, and easily duplicated.

The instructor self-assessments and survey results that were obtained as a result of the development and field testing of the competency based training course provide a baseline data base from which the PDC system can conduct

further research. Instructors will then have the option to work with senior instructors (coaches) to design an individualized plan, that is based on their competency assessment, for their professional development. The training course can also be used as a professional development tool for veteran instructors as well as new instructors who wish to be considered for first time certification.

The survey results and training course evaluations by participants also provide information that may be used to guide administrators planning future certification policy. Personnel administrators may want to consider looking at the allocation of resources when implementing new professional development programs. Involving employees in these decisions would certainly improve the method used to disseminate finite professional development resources.

Recommendations for the Improvement of Practice

It is recommended that this course be included in the certification process and instructors who deliver this course should select those exercises that specifically address their participants' learning needs. A simplified version of the survey that was used to rank-order the competencies by importance and ability should be administered each time the course is delivered. Participants should take a pre-test to self-assess their perceived ability in each of the competencies at the beginning of each train-the-trainer course. It is also recommended that each participant be asked to contribute their own competency development to the course content. Instructors who rank above average in critical competencies should serve as mentors for those instructors who rank below average.

It is suggested that the train-the-trainer course content be used to improve practice by serving as a guide to create an advanced training course for PDC instructors who exceed the minimum requirements for certification and wish to achieve the rank of senior instructor.

The certification training course should also be used as a method for administrators to review current instructor competency in the classroom before planning changes in the certification policy. Training administrators may want to consider looking at the allocation of resources when implementing new instructor training programs. Specifically, curriculum development and instructional design strategies can be modified to include a more comprehensive scope of instructor skills. Several of the competencies that exemplify optimum instructor performance in the classroom can be built into instructor guides that are now included in all standardized instruction modules. The existing curriculum can be further enhanced to give instructors an opportunity to develop those competencies that the survey respondents deemed high in importance and low in instructor ability.

Next, it is recommended that the specific concerns that were expressed by instructors as a result of the evaluation of the train-the-trainer course be used by training administrators to examine their instructor assessment and certification policy decisions. Instructors should be allowed an expanded role in decision making about professional development opportunities. Training administrators

can facilitate this process by dedicating resources to establish ongoing instructor involvement in the training for certification procedure.

Finally, the training course, pending final validation, should be available to all trainers during the certification and re-certification process. The train-the-trainer course should become a mandatory component of the instructor certification system. It is further recommended that a summative committee, composed of one PDC center director, one HRS training administrator, one senior instructor, and an outside test development consultant, be selected to evaluate the training course. This committee can then develop an evaluation plan to determine if the competency based train-the-trainer course improves the subsequent certification scores of instructors during the certification and re-certification process. If participation in the preparatory course does in fact improve job performance and certification scores, it may be worthwhile to develop advanced training courses based on the same model.

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APPENDIXES

Appendix A

Instructor Assessment Instrument

THE INSTRUCTOR ASSESSMENT INSTRUMENT

INSTRUCTIONS FOR RATERS:

This assessment instrument was designed specifically to evaluate instructors delivering the designated portions of training from a 32-hour pre-service module for the Professional Development System (PDC). This instrument may not be valid for use in other training situations. This instrument consists of twenty behavioral rating scales that are to be used to evaluate instructor performance in the classroom. Raters should review the entire instrument before observing the instructor. The instrument should be completed after the rater has observed the entire training session. Raters should select the rating on each scale that most closely resembles the behavior observed.

Raters should read each item in each scale and all explanatory notes carefully when completing the evaluation. Each rater should complete the evaluation independently. Other raters should not be consulted during the process. Common terms in the instrument include:

Trainer	=	Instructor, Facilitator
Participant	=	Trainee, Learner, Student
Session	=	Course, Module, Lesson

A number of scales consider frequency of behavior. Frequencies are defined as:

Never
Occasionally (sometimes)
Frequently (a lot)
Always

Appendix A

Instructor Assessment Instrument (Cont.)

A number of scales consider relative numbers (of participants, objectives, etc.). The continuum for relative numbers is as follows:

None
Some (a few)
Most (many)
All

No percentages or numbers are used to determine the rating with either continuum. There are only four discrete categories in each continuum. Raters should be able to make choices without counting.

There is more than one correct way for instructors to handle many situations. Employing a variety of skills is generally preferable to using only one approach for a particular situation. Therefore, the scales often provide criteria for behaviors rather than precise behaviors. It may be possible for a trainer to meet the criteria for more than one rating in the same scale because the session takes place over time. If this occurs, the rater must select a rating based on the relative impact or frequency of the behaviors observed. Raters should not score an item if it is not applicable.

There may be some cases where there was no opportunity to accomplish a particular performance. For example, there will be no opportunity for a trainer to handle an incorrect statement if participants do not make any. When no score is entered, it will be entered as missing data. It will have no effect on the overall average or mean score.

Appendix A

Instructor Assessment Instrument (Cont.)

THE RATING SCALES

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Appendix A

Instructor Assessment Instrument (Cont.)

1

PRESENTATION OF OBJECTIVES

5. The trainer presented ALL of the objectives at the beginning of the session ORALLY AND IN WRITING and EXPLAINED them.

4. The trainer presented ALL of the objectives at the beginning of the session ORALLY AND IN WRITING.

3. The trainer presented ALL of the objectives at the beginning of the session.

2. The trainer presented SOME of the objectives at the beginning of the session.

1. The trainer DID NOT present any of the objectives at the beginning of the session.

Appendix A

Instructor Assessment Instrument (Cont.)

2

PARTICIPANT EXPECTATIONS

5. The trainer provided the opportunity for ALL participants to communicate expectations of the session and RELATED them to the OBJECTIVES of the session.

4. The trainer provided the opportunity for SOME participants to communicate expectations of the session and RELATED them to the OBJECTIVES of the session.

3. The trainer provided the opportunity for ALL participants to communicate expectations of the session.

2. The trainer provided the opportunity for SOME participants to communicate expectations.

1. NO opportunity was provided for participants to communicate expectations.

NOTE: "Related" means compared similarities and differences between expectations and objectives.

Appendix A

Instructor Assessment Instrument (Cont.)

3

EXCEPTION REPORT

5. The trainer INFORMED participants of the trainee exception report at the BEGINNING of the session, and THOROUGHLY EXPLAINED it's use or determined that the participants had a thorough understanding from a previous session.

4. The trainer INFORMED participants of the trainee exception report at the BEGINNING of the session and provided SOME EXPLANATION of its use.

3. The trainer INFORMED participants of the trainee exception report at the BEGINNING of the session.

2. The trainer INFORMED participants of the trainee exception report DURING the session (after the first module had formally begun).

1. The trainer DID NOT INFORM participants of the trainee exception report.

Appendix A

Instructor Assessment Instrument (Cont.)

4

PROFESSIONAL BEHAVIOR

5. The trainer MODELED PROFESSIONAL behavior in all interactions and ESTABLISHED the same STANDARDS for participants.

4. The trainer MODELED PROFESSIONAL behavior in all interactions.

3. The trainer MODELED PROFESSIONAL behavior.

2. The trainer was OCCASIONALLY UNPROFESSIONAL.

1. The trainer's behavior was UNPROFESSIONAL.

NOTE: **PROFESSIONAL BEHAVIOR IS RESPECTFUL and COURTEOUS of all groups, subgroups, and individuals and adheres to ETHICAL and MORAL standards. Examples of unprofessional behavior include actions, comments, stories, and humor that promote illegal, dishonest, racist, or sexist attitudes or actions that demean or express bias or prejudice against ethnic groups or individuals, including social service clients.**

Appendix A

Instructor Assessment Instrument (Cont.)

5

EYE CONTACT

5. The trainer FREQUENTLY made eye contact with MOST participants.

4. The trainer OCCASIONALLY made eye contact with MOST participants.

3. The trainer FREQUENTLY made eye contact with SOME participants.

2. The trainer OCCASIONALLY made eye contact with SOME participants.

1. The trainer FREQUENTLY AVOIDED eye contact.

NOTE: Intentional use of the technique of avoiding eye contact to discourage inappropriate participation should not be considered when rating this item.

Appendix A

Instructor Assessment Instrument (Cont.)

6

VOICE

5. The trainer spoke LOUDLY and CLEARLY enough to be heard and understood by everyone in the room and FREQUENTLY VARIED vocal characteristics.

4. The trainer spoke LOUDLY and CLEARLY enough to be heard and understood by everyone in the room and OCCASIONALLY VARIED vocal characteristics.

3. The trainer spoke LOUDLY and CLEARLY enough to be heard and understood by everyone in the room.

2. The trainer FREQUENTLY DID NOT speak LOUDLY and CLEARLY enough to be heard and understood by everyone in the room.

1. The trainer could not be heard and spoke in a MONOTONE voice.

Appendix A

Instructor Assessment Instrument (Cont.)

7

DISTRACTING TRAINER BEHAVIORS AND MANNERISMS

5. The trainer DID NOT display distracting behaviors and mannerisms.

4. The trainer displayed MINIMALLY distracting behaviors and mannerisms.

3. The trainer OCCASIONALLY displayed distracting behaviors and mannerisms.

2. The trainer FREQUENTLY displayed distracting behaviors and mannerisms.

1. The trainer displayed EXTREMELY distracting behaviors and mannerisms.

NOTE: Examples of DISTRACTING BEHAVIORS and MANNERISMS can include; aimless gestures and movements, jingling items in pockets, turning away from participants for long periods, and excessive use of verbal fillers such as "er," "um," and "you know." Isolated incidents of these examples should not be considered distracting.

Appendix A

Instructor Assessment Instrument (Cont.)

8

VERBAL COMMUNICATION SKILLS

5. The trainer used verbal communication kills to emphasize important points, demonstrate interest (of the trainer), and GENERATED ACTIVE PARTICIPATION.

4. The trainer used verbal communication skills to emphasize important points, demonstrate interest, and GENERATED PARTICIPATION.

3. The trainer FREQUENTLY used verbal communication skills to emphasize important points, demonstrate interest, but RARELY GENERATED PARTICIPATION.

2. The trainer OCCASIONALLY used verbal communication skills to emphasize important points, and demonstrate interest, but DID NOT GENERATE PARTICIPATION.

1. The trainer DID NOT use verbal communication skills to emphasize important points or demonstrate interest.

Appendix A

Instructor Assessment Instrument (Cont.)

9

QUESTIONING TECHNIQUES

5. The trainer FREQUENTLY asked OPEN-ENDED or CLOSED-ENDED QUESTIONS which related to the objectives and encouraged participation.

4. The trainer OCCASIONALLY asked OPEN-ENDED or CLOSED-ENDED QUESTIONS which related to the objectives and encouraged participation.

3. The trainer OCCASIONALLY asked OPEN-ENDED or CLOSED-ENDED QUESTIONS which related to the objectives.

2. The trainer asked OPEN-ENDED and CLOSED-ENDED QUESTIONS which were NOT related to the objectives.

1. The trainer DID NOT ask OPEN-ENDED or CLOSED-ENDED QUESTIONS.

Appendix A

Instructor Assessment Instrument (Cont.)

10

NON-VERBAL COMMUNICATION SKILLS

5. The trainer used non-verbal communication skills to emphasize important points, demonstrate interest (of the trainer), and GENERATED ACTIVE PARTICIPATION.

4. The trainer used non-verbal communication skills to emphasize important points, demonstrate interest and GENERATED PARTICIPATION.

3. The trainer FREQUENTLY used non-verbal communication skills to emphasize important points, and demonstrate interest but RARELY GENERATED PARTICIPATION.

2. The trainer OCCASIONALLY used non-verbal communication skills to emphasize important points, and demonstrate interest but DID NOT GENERATE PARTICIPATION.

1. The trainer DID NOT use non-verbal communication skills to emphasize important points or demonstrate interest.

NOTE: Examples of NON-VERBAL COMMUNICATION SKILLS include facial expressions, gestures, body movement, and position. Verbal and non-verbal communications are not mutually exclusive. Both can occur simultaneously.

Appendix A

Instructor Assessment Instrument (Cont.)

11

RISK-TAKING BEHAVIORS OF PARTICIPANTS

5. The trainer ENCOURAGED and ACKNOWLEDGED risk-taking behaviors.

4. The trainer ENCOURAGED risk-taking behaviors.

3. The trainer ACKNOWLEDGED risk-taking behaviors.

2. The trainer DID NOT ACKNOWLEDGE risk-taking behaviors.

1. The trainer DISCOURAGED risk taking behaviors.

Appendix A

Instructor Assessment Instrument (Cont.)

12

USE OF EXAMPLES, ANECDOTES, STORIES, ANALOGIES, AND/OR HUMOR

5. The trainer FREQUENTLY ELICITED AND PROVIDED examples, anecdotes, stories, analogies, and/or humor.

4. The trainer OCCASIONALLY ELICITED AND PROVIDED examples, anecdotes, stories, analogies, and/or humor.

3. The trainer PROVIDED OR ELICITED examples, anecdotes, stories, analogies, and/or humor.

2. The trainer DID NOT PROVIDE OR ELICIT examples, anecdotes, stories, analogies, and/or humor.

1. The trainer PROVIDED IRRELEVANT examples, anecdotes, stories, analogies, and/or humor.

Appendix A

Instructor Assessment Instrument (Cont.)

13

INSTRUCTIONAL METHODS

5. The trainer FREQUENTLY VARIED INTERACTIVE instructional methods.

4. The trainer FREQUENTLY VARIED instructional methods.

3. The trainer OCCASIONALLY VARIED instructional methods.

2. The trainer relied PRIMARILY on ONE instructional method (e.g., lecture).

1. The trainer relied EXCLUSIVELY on ONE instructional method.

NOTE: Examples of INSTRUCTIONAL METHODS include; small group interaction, games, role plays, guided discussions, simulations, structured exercises, lectures, flip charts, overheads, videos, case studies, and debriefing discussions.

Appendix A

Instructor Assessment Instrument (Cont.)

14

USE OF INSTRUCTIONAL AIDS

5. The trainer used a VARIETY of instructional aids to DEMONSTRATE CONTENT and INVOLVE PARTICIPANTS.

4. The trainer used a VARIETY of instructional aids to DEMONSTRATE CONTENT.

3. The trainer OCCASIONALLY used instructional aids to DEMONSTRATE CONTENT.

2. The trainer's use of instructional aids was DISTRACTING and interfered with involvement of the participants.

1. The trainer used instructional aids which were IRRELEVANT and DISTRACTED from the content.

NOTE: Examples of INSTRUCTIONAL AIDS include; notes, handouts, case studies, flipcharts, chalk boards, VCRs, and other audio/visual aids. Examples of DISTRACTING and interfering use of instructional aids include excessive reading, inadequate number of handouts, handouts that are out of order or missing, not having working markers, and not being able to operate equipment.

Appendix A

Instructor Assessment Instrument (Cont.)

15

FACILITATION OF LEARNING ACTIVITIES

5. The trainer THOROUGHLY EXPLAINED participant roles, ASKED for FEEDBACK, and MONITORED the learning activities.

4. The trainer THOROUGHLY EXPLAINED participant roles and MONITORED the learning activities.

3. The trainer EXPLAINED participant roles and MONITORED the learning activities.

2. The trainer EXPLAINED participant roles for the learning activities.

1. The trainer INADEQUATELY EXPLAINED participant roles for the learning activities.

Appendix A

Instructor Assessment Instrument (Cont.)

16

CLOSURE OF LEARNING ACTIVITIES

5. The trainer involved MOST participants in DISCUSSION AND REVIEW of major points and objectives at the conclusion of learning activities.

4. The trainer involved SOME participants in DISCUSSION AND REVIEW of major points and objectives at the conclusion of learning activities.

3. The trainer REVIEWED major points at the conclusion of activities.

2. The trainer OCCASIONALLY REVIEWED major points at the conclusion of SOME activities.

1. The trainer DID NOT REVIEW major points or objectives at the conclusion of activities.

Appendix A

Instructor Assessment Instrument (Cont.)

17

INCORRECT PARTICIPANT RESPONSES OR STATEMENTS

CONCERNING CRITICAL CONTENT

5. The trainer ALWAYS provided the correct response and provided POSITIVE reinforcement for participation.

4. The trainer ALWAYS provided the correct response and OCCASIONALLY provided POSITIVE reinforcement for participation.

3. The trainer ALWAYS provided the correct response and WITHOUT providing POSITIVE or NEGATIVE reinforcement

2. The trainer provided the correct response and provided NEGATIVE reinforcement for participation.

1. The trainer IGNORED incorrect responses or statements.

NOTE: The trainer can provide the correct response either directly or indirectly. Content refers strictly to the curriculum for the session. Examples of indirectly providing response can include; rephrasing, restructuring, repeating questions, using another participant to provide the correct response, or directing the participants to the correct response.

Appendix A

Instructor Assessment Instrument (Cont.)

18

DISRUPTIVE PARTICIPANT BEHAVIORS

5. The trainer INTERVENED in a CALM, INOFFENSIVE manner and used the disruptive behaviors as LEARNING EXPERIENCES.

4. The trainer INTERVENED in a CALM, INOFFENSIVE manner and STOPPED the disruptive behaviors.

3. The trainer INTERVENED and STOPPED the disruptive behaviors.

2. The trainer CONFRONTED and DID NOT STOP the disruptive behaviors.

1. The trainer IGNORED ALL disruptive behaviors.

NOTE: Examples of DISRUPTIVE BEHAVIOR include: continually holding side conversations; refusing to participate in activities; reading the newspaper; interrupting, insulting, or laughing at others; or, other unprofessional behavior. IF NO DISRUPTIVE BEHAVIOR OCCURS, DO NOT RATE THIS PERFORMANCE.

Appendix A

Instructor Assessment Instrument (Cont.)

19

RESPONDING TO RELEVANT QUESTIONS

5. The trainer answered ALL relevant questions.

4. The trainer ACKNOWLEDGED relevant questions and provided answers by the END of the session.

3. The trainer ACKNOWLEDGED MOST relevant questions and provided answers by the END of the session.

2. The trainer ACKNOWLEDGED relevant questions, but DID NOT provide answers.

1. The trainer IGNORED relevant questions.

NOTE: **RELEVANT INFORMATION** applies to information the trainer should know through the **CURRICULUM** or **BACKGROUND READINGS**. This item, like many others, can be satisfied directly by the trainer or indirectly through group facilitation.

Appendix A

Instructor Assessment Instrument (Cont.)

20

CLOSURE OF THE SESSION

5. The trainer INVOLVED MOST participants in a DISCUSSION OF THE OBJECTIVES and RELATED them to the JOB at the conclusion of the session.

4. The trainer INVOLVED SOME participants in a DISCUSSION OF THE OBJECTIVES at the conclusion of the session.

3. The trainer REVIEWED THE OBJECTIVES at the conclusion of the session.

2. The trainer requested COMMENTS from participants at the conclusion of the session.

1. The trainer closed the session WITHOUT REQUESTING COMMENTS or REVIEWING OBJECTIVES.

Appendix B

Appendix B

Train-The-Trainer Announcement and Lesson Plan

PERPLEXED?

ATTEND THE TRAINING EVENT OF THE YEAR!!

WHAT	Train-the-Trainer
WHEN	June 23, 1995 at 8:30 am
WHO	All Trainers and Field Instructors
WHERE	USF/PDC at TAMPA

Contribute to the PDC Trainer's Activity Book

Share your Strategies

Get the Recognition you deserve

This Session will Focus on the following

Presenting Objectives
Participant Expectations
Professional Behavior
Disruptive Participant Behavior
Closure of the Session

Please submit your activities and ideas, original or adapted, that relate to any or all of the above competencies to:

Susann Rudasill, Staff Development
FAU/PDC 1515 W. Commercial Blvd.
Ft. Lauderdale, Florida 33309

Selected activities will be included in the PDC Trainer's Activity Book

RETURN THIS PORTION OF ANNOUNCEMENT BEFORE MARCH 31, 1995

I Will_____Will Not_____Attend. I have_____Have Not_____Enclosed a Submission

I Am_____Am Not_____Interested in Presenting my Idea or Activity at the Train-the-Trainer

Name_____(Please Print) Phone #_____

Suggestions for Agenda_____

_____

BEST COPY AVAILABLE

Appendix B

Train-The-Trainer Announcement and Lesson Plan (Cont.)

Here is my submission for the PDC Trainer's Activity Book

Name_____Title_____

Center_____Phone_____

Competency Addressed--Circle one or more:

- **Presenting Objectives**
- **Participant Expectations**
- **Professional Behavior**
- **Disruptive Participant Behavior**
- **Closure of the Session**
- **Other** _____

Name of Activity_____

Length of Activity_____Minutes Number of Participants_____

Materials Needed_____

_____

Describe the Activity_____

_____

_____

_____

You may attach additional instructions and/or materials to this form--This could include any of the following: Overheads, Handouts, Poster, Banner, Props, Video, Cassette. **REMEMBER--It is important that you include sufficient information for the presentation of your activity or exercise. Don't think your idea isn't useful--the best activities are often simple and don't require expensive materials or media.**

Appendix C

Appendix C

Train-The-Trainer Lesson Plan

PURPOSE OF THIS COURSE	• To orient staff to the skills necessary to complete the "Instructor Certification Process." • To help participants develop the competencies and skills necessary to successfully complete the certification process.
COURSE GOALS	• To clarify expectations of the participants and identify training needs that will not be addressed during this session. • To share specific experiences of training success and classroom skills and techniques as they relate to the 20 Certification Competencies. • To understand the Certification and Trainer Assessment System
TIME FRAME	8 Hours
TRAINER NOTES	This instructional design is based on the principles of adult learning. Facilitators should read the references and curriculum prior to presenting this course.

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Appendix C

Train-The-Trainer Lesson Plan (Cont.)

EQUIPMENT AND MATERIALS

- **Participant Guide**
- Competency Development Exercise Book
- Copies of Trainer Certification Guidelines
- Poster paper
- Markers
- A flipchart for each group
- Overhead projector
- Nametags or namecards
- Pencils
- TV/VCR

Participant's Guide

PG 1.01 Course Objectives
PG 1.02 Team Training Roles
PG 1.03 Team Task #1
PG 1.04 Train-The-Trainer Agenda
PG 1.04 Competency Exercises

Overhead Transparencies

OT 1.01 Module 1 Objectives
OT 1.02 Team Training Roles
OT 1.03 Team Task #1

Appendix C

Train-The-Trainer Lesson Plan (Cont.)

OPENING	• **Discuss** the purpose of this training • **Explain** lunch, breaks, start, and finish times • **Introduce** the training and support staff and anyone who will be present in the classroom during this week's session
PROCESSING	Today, we will work as groups and will allow teams to present the results of their learning-exercises with the larger group.
REVIEW OBJECTIVES	**Post and review** the objectives for this session. The objectives can be presented on an overhead, handout, or flipchart.
OT & PG 1.01	**At the conclusion of this session, participants will be able to:** • Describe some characteristics of adult learners • Discuss personal learning styles • Practice several techniques for effective training • Plan, conduct, and train one competency building exercise

Appendix C

Train-The-Trainer Lesson Plan (Cont.)

SET UP TRAINEE TEAMS EXPLAIN EXERCISE EX	**Explain** the team approach to training. This approach encourages input from the teams and allows them to share their experience and expertise with the larger group. • Using a count-off method, separate the larger group into teams of five to eight. • **Appoint a LEADER, RECORDER**, AND **ENFORCER**. These roles can be changed with each new module.
TEAM RESPONSIBILITIES OT & PG 1.02 	• **Post and review** the responsibilities of each team officer. • **Distribute** materials to recorders (markers and poster paper) and give the officers title cards.

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Appendix C

Train-The-Trainer Lesson Plan (Cont.)

EXERCISE EXPLAIN EX TEAM TASKS OT & PG 1.03 	**Explain** the Team Task while referring to the overhead and the handout. It includes introduction of trainees, clarification of expectations, and building a competency "Success Wall". This exercise will accomplish three objectives: • Getting the trainees to know each other better. • Clarifying and ensuring the reasonableness of the trainees' expectations. • Establishing a positive "success-oriented" atmosphere for the training.
BREAK	**Tell** the groups that they are to break for the next ***15 to 20 minutes*** and perform the first team task.
PROCESSING 	Bring the full group back together after ***40 minutes*** (or sooner if the groups have completed the assignment).

Appendix C

Train-The-Trainer Lesson Plan (Cont.)

FLIPCHART	• Each group member should identify one expectation he/she has for the week's training. • The trainer will record each new expectation on the flipchart at the front of the room. • At the end of this segment, when you have recorded all the "original" expectations (some will be repeated by other trainees), tape up the poster paper to a wall in the room. • Take a few minutes to go over the expectations and respond by stating which will and will not be covered during the week. *Remember that you will review the agenda with the trainees.*
AGENDA OT 1.04 PG 1.04	**Review** the agenda with and compare the objectives to the participants' posted training expectations. **Emphasize** the correlation between trainee expectations and the topics that will be covered in this training. **Identify** non-training issues and explain that while we think these issues are important they will not be addressed during this week's session due to time constraints.

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Appendix C

Train-The-Trainer Lesson Plan (Cont.)

CHARACTERISTICS OF ADULT LEARNERS **EXPLAIN** 	There are many theories about how and why people learn. Based on your own experiences, you may have your own ideas. One important thing to remember is that with this training, you will be training adults. Adults and children learn very differently order to meet the needs of adults let's look at some of the characteristics of adult learners.
LEARNING STYLES FLIPCHART 	Brainstorm and have the groups list the characteristics of adult learners.
TRAINER NOTE! 	Be sure to include, in one of the group's discussions, the differences in adult learning styles. Refer to the examples of learning style assessment instrument in the appendix of this training guide. If time allows, have one of the groups administer a selected learning style assessment instrument to another group and process the results.

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Appendix C

Train-The-Trainer Lesson Plan (Cont.)

FLIPCHART	List responses on flipchart.
PROCESSING	After listing the "characteristics of adult learners" on the flipchart, have the teams select (or randomly assign) the characteristic that their group will later address in a group presentation.
	Some of the responses should match the "Trainer Tips" in this guide. If they do not, add them--since they will be used in the group exercise.
DISCUSS Adult Learners and Individual Differences	Developmentally, adults will have different issues. Emotionally they will be on different levels. Adults will come to you with a wide variety of knowledge, experience, attitudes, and biases based on their age, genetic differences, and social experiences.

Appendix C

Train-The-Trainer Lesson Plan (Cont.)

TRAINER TIP #1: ☑

Create A Learning Environment

- Keep the threat level low.
- Be supportive of the participants.
- Encourage participation, sharing of experiences, and sharing ideas.
- Stress that material presented are suggestions to facilitate working effectiveness.
- Allow for physical variations.

EXPLAIN

Because of age differences, you will also see differences in physical abilities. As we age, speed and accuracy changes. The senses may be less accurate. The time it takes to adjust to changes increases.

TRAINER TIP #2 ☑

Be Aware Of Environmental Factors.

- Make seating arrangements comfortable.
- Allow time to complete tasks.
- Assure lighting is adequate.
- Pace your presentation with time for participants to take in information.
- Allow for intellectual variations.

Appendix C

Train-The-Trainer Lesson Plan (Cont.)

MORE FACTS ABOUT ADULT LEARNERS

EXPLAIN

- The adults in training may have high school education's or they may have advanced degrees.
- As we age, we do better on some intelligence tests, but we may take longer to do the work.
- Attitudes toward education and training may vary.
- Some adults may have had uncomfortable experiences with educational settings.
- Adults may experience test anxiety or nervousness in responding to classroom activities.
- Adults are usually self-motivated.
- Adults are usually not motivated by grades or teacher opinion, but by the desire to learn and enrich their experience.

Appendix C

Train-The-Trainer Lesson Plan (Cont.)

TRAINER TIP #4: ☑
Use An Adult Approach

- Give breaks periodically.
- Create an atmosphere of respect.
- Treat participants as adults.
- List objectives at the beginning of the session.
- Encourage evaluation of the training.
- Listen to the participants.
- Learn and use participants' names.
- Give reinforcement for responses.
- Allow for different perspectives.

Appendix C

Train-The-Trainer Lesson Plan (Cont.)

EXPLAIN

Adults want practical material.

They are oriented to their current problems and situations. They usually aren't overly concerned with something "down the road."

Adults prefer learning in a trainee centered environment. They don't want to be lectured to. Their involvement makes training meaningful.

TRAINER TIP #5: ☑
Focus On Involvement

- Use practical examples.
- Solicit examples from the group for use in activities and discussion.
- Show how material can be used to help them.
- Ask trainees how material could be used in their work.
- Use problem solving activities.
- Use lecture sparingly.

Appendix C

Train-The-Trainer Lesson Plan (Cont.)

EXPLAIN

Explain that participants will have 30 to 40 minutes to prepare to do presentations that relate to the "Trainer Tips" that were just discussed.

Distribute the Instructor Assessment Instrument and review the competencies with participants.

The teams can use any of the classroom resources, but must include the following in their presentations:

- An explanation of the "Adult Learner Characteristic."
- An explanation of the relationship between at least one "Instructor Competency" and one "Trainer Tip."
- A learning activity to support all of the components of the presentation.

Remind participants that the presentations will be taped on video cassette for later review.

Appendix C

Train-The-Trainer Lesson Plan (Cont.)

PROCESSING	**Bring the full group back together after *40 minutes*** (or sooner if the groups have completed the assignment). • Allow the groups to make their presentations and remind them that they will be taped on video camera while presenting. • Distribute the "Instructor Assessment Instrument," and have each group rate their own performance. • Have each group share their performance rating with the larger group.
VIDEO PRESENTATION	• Show the videos of the participant teams presenting their competency development strategies. • Allow the larger group to verbally evaluate the presentations. • Lead a discussion about how the presentations were evaluated.
EVALUATION	• Distribute participant evaluations. Announce that Certificates of Completion will be mailed to those who complete the session.

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Appendix D

Appendix D

PDC Training Evaluation Form

TRAINING EVALUATION FORM

Instructor: _____ Date: _____

Session: _____ Training Site: _____

Directions: Please circle the number which best approximates your position on the rating scales for items one through six. One is the lowest rating and indicated need for improvement; five is the highest rating and indicates excellence. THANK YOU.

SECTION 1

1. The purpose of the session was:

1 2 3 4 5 Very Clear

2. Overall, as it pertains to my job, the session was:

1 2 3 4 5 Very Relevant

SECTION 2

3. The Instructor Was:

1 2 3 4 5 Well-Prepared

4. The Instructor maintained a learning environment which was:

1 2 3 4 5 Very Positive

5. The Instructor maintained a level of learner involvement which was:

1 2 3 4 5 Very High

6. Overall, the Instructor was:

1 2 3 4 5 Outstanding

SECTION 3

7. What was most helpful about the session?

_____

_____

8. What would you change about the session?

_____

_____

Appendix E

Appendix E

Participant Comments

Evaluation of the Competency Based Train-The-Trainer
for Instructor Certification

LIKES	DISLIKES
"Participant expectation exercise."	"Participant expectation exercise."
"I got one of the trainer's tool boxes."	"Offer more opportunities for Instructors to demonstrate their expertise."
"Acknowledgment that we count."	"Set up sessions where we get specific strategies for specific pre-service topics."
"I liked the variety of methods demonstrated."	"Give us copies of the Instructors Guide for this training so we can use it to practice competencies."
"I liked the design/training plan for this day--excellent."	"Later starting time in the morning."
"Involving many trainers' ideas."	"Not enough time--make it longer."
"Not only did I learn new methods to engage adult learners in training, but the reinforcement of things I'm doing was appreciated."	"Make it 2 days,"
"It was all excellent!"	"Give out more toolboxes."
"Enjoyed presentations being given by colleagues in the field."	"Schedule this at the beginning rather than the end of the week."
"Liked the 'trainer tips' for developing the competencies that we are going to be rated on."	"Could be longer."
	"Will there be an opportunity to follow-up at a later date?"

Appendix E

Participant Comments (Cont.)

Evaluation of the Competency Based Train-The-Trainer

for Instructor Certification

LIKE	DISLIKES
"I liked the fast pace and all the great ideas I can adapt into my training. Excellent!"	"The events earlier in the week were meaningless compared to this day of training."
"The training has pointed out to me that I've lost touch with some of the competencies I used to have."	"Where were the 'big administrators' who were here the first part of the week? They could have benefited from this session."
"We really need these types of hands-on techniques."	
"Rapid, fast paced, one idea after another."	
"Liked being allowed to express my expectations of the session."	
"Participating in exercise activities was excellent."	
"Obtained different ideas from your modeling of the objectives."	
"Liked being able to 'steal' good ideas."	
"Good samples of real life training tools."	

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